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ACADEMIC PROCRASTINATION AND LOCUS OF CONTROL OF GRADUATE STUDENTS

ABSTRACT

The present study was aimed to find out the relationship between academic procrastination and locus of control of graduate students. Survey method was conducted on a stratified random sample of 200 graduate students. In order to collect data, Academic Procrastination Scale (APS-GSBL) developed by Dr. Savita Gupta and Liyaqat Bashir (2018) and Locus of Control Scale (LCS-NSBY) developed by Samayalangki Nongtdu and Dr. Yodida Bhutia (2018) were used. t-test and 'r' value were used for data analysis. Major findings indicated that there is significant relationship between (i) academic procrastination and internal locus of control of graduate students and (ii) academic procrastination and external locus of control of graduate students.

Keywords: *Academic Procrastination, Locus of Control, Graduate Students.*

Academic Procrastination

Academic procrastination is an act of postponing the academic tasks like class room activities, tests and examinations, home works etc. It is because of the contradiction between intention and action, which leads to adverse consequences for the procrastinator (Binder, 2000).

According to Ferrari, Johnson, & McCown (1995), there are some major cognitive distortions that lead to academic procrastination.

Students tend to:

a) Overestimate how much time they have left to perform tasks
b) Overestimate how motivated they will be in the future
c) Underestimate how long certain activities will take to complete
d) Mistakenly assume that they need to be in the right frame of mind to work on a project

Locus of Control

The concept 'Locus of Control' was developed by Julian B. Rotter in 1954. Locus of control is defined as an individual's generalized expectancies regarding the forces that determine rewards and punishments. It refers to the extent to which people feel that they have control over the events that influence their lives. Locus of control refers to people's very general, cross-situational beliefs about what determines whether or not they get reinforced in life. According to Julian B. Rotter (1990), Locus of Control can be divided into two separate sources of control: Internal locus of control refers to the degree to which persons expect that a reinforcement or an outcome of their behavior is contingent on their own behavior or personal characteristics. External locus of control refers to the degree to which persons expect that the reinforcement or outcome is a function of chance, luck, or fate, is under the control of powerful others, or is simply unpredictable.

Literature Review

Erjona Dervishaliaj and Gentiana Xhelili (Lepuri) (2013) attempted with a study on academic procrastination and locus of control in graduate students. The convenience sample consisted of 45 graduate students from the Department of Education and Department of Albanian Language and Literature in the University of Vlora Ismail Qemali. PASW showed a positive correlation between locus of control and academic procrastination.

Objectives of the Study

- To study the difference in academic procrastination of graduate students based on course of study.
- To find out the difference in locus of control of graduate students based on course of study.
- To examine the relationship between academic procrastination and locus of control of graduate students.

Hypotheses

1. There is no significant difference in academic procrastination of graduate students with respect to course of study.
2. There is no significant difference in locus of control of graduate students with respect to course of study.
3. There is no significant relationship between academic procrastination and locus of control of graduate students.

Methodology

The normative survey research was adopted for the present study. The stratified sample included 200 graduate students in Karimnagar district, Telangana. Academic Procrastination Scale (APS-GSBL) by Dr. Savita Gupta & Liyaqat Bashir (2018) and Locus of Control Scale (LCS-NSBY) by Samayalangki Nongtdu and Dr. Yodida Bhutia (2018) were used for data collection. The data were analyzed using t-test and 'r' value using SPSS 20.0 version.

Data Analysis

Table 1: Academic Procrastination of Graduate Students based on Course of Study

Course of Study	N	Mean	SD	t-value
B.A.	60	116.62	11.39	2.703
B.Com.	50	122.32	10.69	
B.A.	60	116.62	11.39	1.761
B.Sc.	90	120.07	12.27	
B.Com.	50	122.32	10.69	1.132
B.Sc.	90	120.07	12.27	

From Table-1, the t-value 2.703 is significant at 0.01 level. This indicates that there is significant difference in academic procrastination between B.A. and B.Com. students. The t-values 1761 and 1.132 are not significant at 0.05 level.

Table 2: Locus of Control of Graduate Students based on Course of Study

Dimension	Course of Study	N	Mean	SD	t-value
Internal Locus of Control	B.A.	60	86.53	8.092	2.464
	B.Com.	50	90.36	8.131	
	B.A.	60	86.53	8.092	1.966
	B.Sc.	90	89.22	8.377	
	B.Com.	50	90.36	8.131	0.778
	B.Sc.	90	89.22	8.377	
External Locus of Control	B.A.	60	66.55	9.548	2.354
	B.Com.	50	70.36	7.420	
	B.A.	60	66.55	9.548	1.259
	B.Sc.	90	68.58	9.838	
	B.Com.	50	70.36	7.420	1.208
	B.Sc.	90	68.58	9.838	

From Table-2, the t-values 2.464 and 1.966 are significant at 0.05 level. This indicates that there is significant difference in internal locus of control between B.A. and B.Com. students and between B.A. and B.Sc. students. The t-value 0.778 is not significant at 0.05 level.

Table-2 also indicates that the t-value 2.354 is significant at 0.05 level. This shows that there is significant difference in external locus of control between B.A. and B.Com. students.

Table 3: Relationship between Academic Procrastination and Locus of Control of Graduate Students

	Academic Procrastination	Internal Locus of Control	External Locus of Control
Academic Procrastination	1	.932**	.692**
Internal Locus of Control	.932**	1	.466**
External Locus of Control	.692**	.466**	1

**Significant at 0.01 level

Table-3 depicts that the 'r' value .932 is significant at 0.01 level. This indicates that there is significant relationship between academic procrastination and internal locus of control of graduate students. The 'r' value .692 is significant at 0.01 level. This shows that there is significant relationship between academic procrastination and external locus of control of graduate students.

Conclusion

The present study concluded that both internal locus of control and external locus of control are correlated with academic procrastination.

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